DOCUMENT RESUME

ED 117 115 SP 009 822

TITLE The Prairie View A and M University Experimental Elementary Education Program.
INSTITUTION Prairie View A and M Univ., Tex. School of Education.
PUB DATE Nov 75
NOTE 9p.

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS *Elementary School Teachers; *Field Experience Programs; Higher Education; *Internship Programs; *Performance Based Teacher Education; Teacher Education; Trainees
IDENTIFIERS *Distinguished Achievement Awards Entry

ABSTRACT

Attempting to develop an instructional program for preservice teacher trainees emphasizing students, learning, and performance skills, Prairie View A & M University established an inter-agency task force representing the School of Education, local school districts, and the Texas Education Agency. Based on the findings and suggestions of the task force, the Experimental Education Program was designed and developed by the School of Education for prototype testing with 20 preservice interns during the academic years of 1974-75 and 1975-76. The program is an inter-agency cooperative model stressing field-based instructional programs designed by clinical professors and utilized by preservice teacher trainees as they serve internships in local schools. The programs, based on competency attainment in accordance with performance criteria, have had a significant impact on the teacher education program at Prairie View A & M University. (Included in this report is information on program objectives, personnel, budgeting, contributions to teacher education, and program evaluation.) (Author/RC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

THE PRAIRIE VIEW A&M UNIVERSITY EXPERIMENTAL ELEMENTARY EDUCATION PROGRAM

A Distinguished Achievement Awards Entry

Presented To
The American Association of Colleges for Teacher Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by
The School of Education
Prairie View A&M University
Prairie View, Texas

November, 1975

SP009 832

I. Program Summary

Attempting to develop an instructional program for pre-service teacher trainees emphasizing students, learning and performance skills, Prairie View A&M University established an inter-agency task force representing the School of Education (PVA&MU) the local school districts of Brenham, Burton, North Forest and Waller and the Texas Education Agency. In-put from the task force, during the academic year of 1973-74, provided data emphasizing the need for a cooperative educational model designed to assure competency and/or performance-based educational experiences for pre-service teachers; ensue field oriented experiences for teacher trainees at various stages of the educational process for the purpose of assessing individual competency attainment; assure more cooperation between the School of Education and the local school districts in providing both theoritical and practical experiences in a systematic manner; and assure experiences for pre-service teachers in individualizing instructional programs for children K-6 based on the modified special education technique of diagnosis, prescription and remediation.

Based on findings and suggestions provided by the task force, the EXPERIMENTAL ELEMENTARY EDUCATION PROGRAM was designed and developed by the School of Education for proto-type testing with twenty (20) pre-service interns during the academic years of 1974-75 and 1975-76. The program is an inter-agency cooperative model stressing field-based instructional programs designed by Clinical Professors and utilized by pre-service teacher trainees as they serve internships in the local schools. The programs, based on competency attainment in accordance with performance criteria, have had a significant impact on the Teacher Education Program at Prairie View A&M University.

II. COMPREHENSIVE EXPLANATION OF PROGRAM

This section of the entry is designed to afford the reader a comprehensive explanation of the Prairie View A&M University Experimental Elementary Education Program and includes a.) a summary of the developmental processes and program description, b.) a summary of the program objectives, c.) a list of personnel involved in program design and implementation and evaluation, d.) a summary of the budget supporting the program, e.) a summary of contributions made to the improvement of teacher education, f.) the processes utilized in evaluating the programs and g.) the results of program evaluations.

Development and Description of Program

As a result of an intensive "in-house" evaluation and assessment of existing instructional programs during the academic year of 1973-74, the faculty and staff of the School of Education at Prairie View A&M University came to realize that they, like the majority of our colleges and universities, was placing emphasis on courses, teachers, and teaching as opposed to students, learning, and performance skills - the viable products of an institution of higher learning. After many months of deliberation in regard to the problem at hand, the School of Education at Prairie View A&M University made a professional commitment to redesign its elementary education instructional programs in order that emphasis could be placed on field-based performance skills.

Realizing that such a thrust in redesigning the Elementary Education Program in accordance with a field-based program based on performance criteria would

require consistent in-put from local schools and the state education agency, an inter-agency task force was established for the purpose of designing an experimental elementary education program for a select number of elementary education majors to be proto-type tested during the 1974-75 and 1975-76 academic years. In-put from the task force representing Prairie View A&M University (School of Education), the local school districts of Brenham, Burton, North Forest and Waller, and the Texas Education Agency provided data emphasizing the need for a cooperative educational model designed to assure competency and/or performance-based educational experiences for pre-service teachers; ensure field oriented experiences for teacher trainees at various stages of the educational process; assure more cooperation between the School of Education or campus at Prairie View A&M and the local school districts; assure experiences for pre-service teachers in individualizing instructional programs for children based on the modified special education technique of diagnosis, prescription, remediation; and assure experiences for elementary pre-service teachers in working with the pre-school child.

Based on findings and suggestions made by the inter-agency task force during the 1973-74 academic year, the Prairie View A&M University Experimental Elementary Education Program was developed to include field-based instructional experiences in elementary education, special education, and kindergarten education. This inter-departmental design which enables pre-service teacher trainees to be certified in elementary education with endorsements in Kindergarten Education and Language Learning Disabilities (Special Education) is one unique feature of the program. This experimental design

will provide graduates from the program with a greater number of salable skills as an entering teacher into the profession and will afford school districts the opportunity to employ beginning teachers with competencies for working with a broader range of students in an individualized manner utilizing diagnostic and prescriptive techniques.

A second unique feature of the program is the field-based design which enables pre-service teacher trainees participating in the program to receive practical experiences with children as they study the theoretical aspects of teaching from university professors. The twenty (20) junior level students participating in the program for proto-type testing purposes have been assigned to one of four elementary schools of Brenham, Burton, North Forest and Waller where they a.) work with a cooperating teacher from 8:30 a.m. until 12:30 p.m. in order to gain performance skills enabling them to progress from a Tutor-Teacher Aide - Teacher Assistant - Teacher Associate and Teacher Intern within a two year period, b.) receive formal instruction from university clinical professors assigned to the program for the purpose of designing field-based CBE instructional programs in accordance with competencies identified for the experimental curriculum, and c.) working with community agencies in designing effective strategies to involve parents in the learning process. In essence, the pre-service teacher trainees receive all instruction for university credit on an "off-campus" basis while they are serving internships under qualified teachers responsible for teaching students K-6.

This field-based instructional design enables the intern to receive continuous guidance from local school personnel and university personnel as they begin immediately to apply theory to practice. Thus, the intern has an opportunity to

experiment with new theoretical learnings about teaching immediately through extensive use of simulated and real teaching situations which provide for continuous self-assessment of relevant teaching behaviors.

Program Objectives

The Prairie View A&M University Experimental Elementary Education Program is designed to accomplish specific objectives summarized as follows:

1.) To develop and proto-type test CBE instructional modules designed for utilization in a field-based program with pre-service interns training for certification in Elementary Education with endorsements in Kindergarten Education and Language Learning Disabilities.

2.) To develop and proto-type test a field-based program for pre-service teacher trainees assuring them practical experience with children as they are exposed to theoritical strategies for teaching kindergarten children, elementary children and children having learning disabilities.

3.) To develop and proto-type test an inter-agency cooperative which will assure more cooperation between the School of Education and local school districts in assessing the competency attainment of pre-service teacher trainees in accordance with performance standards.

Personnel Supporting Program

Personnel identified to support the PVA&MU Experimental Elementary Education Program are paid with funds made available from National Teacher Corps, Washington, D.C. and consist of a Director, responsible for the overall administration of program design, implementation and evaluation; an Associate Director, responsible for all field-based activities; a Program Development Specialist, responsible for supervising the design, implementation and assessment of instructional programs; four "Clinical Professors," assigned to the program on a one-half time basis to design, develop and implement CBE instructional modules in accordance with the field-based concept; and four Team Leaders

assigned to the four portal schools to monitor the daily performance of interns as they work with cooperating teachers and clinical professors.

Program Budget

Financial support for the Experimental Elementary Education Program is provided by National Teacher Corps, Washington, D. C. as follows:

Personnel & Fringe Benefits	$157,984
Travel	10,150
Supplies	9,800
Other (intern support, etc.)	237,780
Indirect Charges	17,728
Total Support for 2 years	$433,442

Contributions to Teacher Education

The PVA&MU Experimental Elementary Education Program has made significant contributions to Teacher Education by providing a model elementary education program for pre-service teacher trainees based on specific competencies and designed for utilization in a field-based approach assuring an assessment of competency attainment in accordance with performance criteria, providing an inter-agency cooperative model enabling local education agencies and university personnel to provide practical and theoritical experience to pre-service teacher trainees, and providing an inter-departmental instructional program designed to train teachers K-6 with special education techniques of diagnosis, prescription and remediation.

Program Evaluation

During the 1974-75 academic year the Experimental Elementary Education Program was assessed by project staff members, clinical professors assigned to the program, interns participating in the program, cooperating teachers

working with pre-service interns and team leaders stationed in the participating school districts. Evaluation instruments developed for each of the aforementioned groups were designed to assess the effectiveness of the field-based instructional program, the effectiveness of the inter-agency cooperative model and the degree of competency attainment by each participating intern. During the second academic year (1975-76) the same processes are being utilized while a "third party" evaluation is also assessing the effectiveness of the program for institutionalization into the regular program at Prairie View A&M University.

Evaluation Results

Evaluative processes utilized to date have provided significant data reflecting that students participating in the Experimental Elementary Education Program are attaining competencies for specific teacher behaviors at a higher rate of proficiency than regular Teacher Education students. Although the project staff is optimistic regarding the final results of program evaluation, categorical data for true program assessment will not be available until June of 1976.